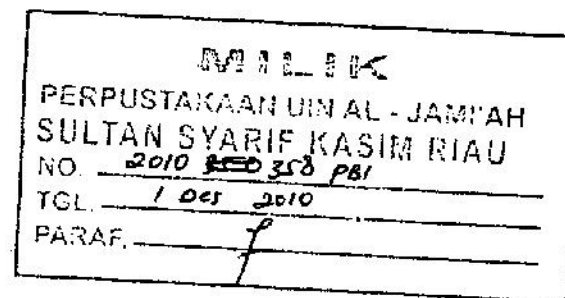


**THE EFFECT OF GROUP WORK STRATEGY TOWARD
STUDENTS' INTERACTION IN SPEAKING CLASS
AT THE SECOND YEAR STUDENTS
OF SMK EKA TAMA
PEKANBARU**



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1431 H/2010 M**

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Thesis

**Submitted to Fulfill One of Requirements
for the Undergraduate Degree in English Education**



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SUPERVISOR APPROVAL

The thesis entitled "*The Effect of Group Work Strategy toward Students' Interaction in Speaking Class at the Second Year Students of SMK Ekatama Pekanbaru*", is written by Syafarina NIM. 10414024495. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Syafar 05, 1431 H
January 20, 2010 M

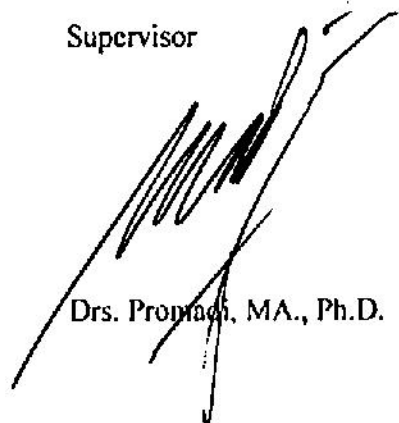
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EXAMINER APPROVAL

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Pekanbaru, Rajab 04, 1431 H
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ACKNOWLEDGEMENT

Praises belong to Allah Almighty, The Lord of Universe, who has rewarded the writer time, energy, opportunity, financial, health and the most is belief. Shalawat and gratitude to our prophet Muhammad Peace Be Upon Him. Due to Allah, the writer finally can finish and complete this paper to fulfill one of the requirements for the award of Undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

In conducting this research and completing this paper, the writer has got a significant help, suggestions, encouragements, motivation, supports and conveniences from many sides. Therefore, the writer wishes to express her sincere thanks and deep gratitude to:

1. Prof. Dr. H. M. Nazir, as the Rector of State Islamic University Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, as the Dean of Faculty of Education and Teacher Training of UIN SUSKA Riau.
3. Dr. Hj. Zulhidah, M.Pd, as the chairperson of English Education Department of Faculty of Education and Teacher Training of UIN SUSKA Riau, all lectures and staff who have give suggestion and contributed their knowledge, helped the administration process of this research process.
4. Drs. Promadi, MA., Ph.D, as the writer's supervisor who has contributed and guided the writer to complete this paper.

5. My beloved parents (H. M. Zaman Hamzah & Jullana Khalil) thank you for everything, your loves, prays, guidance, patience and motivation.
6. My beloved husband (Imam Hanafi, MA) and My daughter (Nalisa Alya Utami), they are the most important people in my life. Thanks for yours love, prays, guidance, support and patience to accomplish my paper soon.
7. My beloved uncle and aunt (ayah sidi and bunda misweti) thanks for your support, prays and guidance.
8. My beloved sisters and brothers (k. ida, k. ayue, k. minic & Aaf). (Bg Fad, bg her, bg Day, sukri & Adek pris). I love you all.
9. My all classmates PBI E class (2004-2010), Thanks for helping and supporting me write this paper. I miss u all.

Finally, the writer realizes that this paper is far from being perfect, it still needs more research, thus comments, critics, and constructive suggestions and advices are very much appreciated.

Pekanbaru. January 20th 2010

The writer

Syafarina

ABSTRACT

Syafarina (2010): The Effect of Group Work Strategy Toward Students' Interaction in Speaking Class at The second Year Students of SMK Eka Tama Pekanbaru

This research was conducted at SMK Eka Tama Pekanbaru and the objective is to investigate the effect of group work strategy toward students' interaction in speaking class and to find out the difference between students' interaction before and after using group work in speaking class.

In this research the writer used a experiment research, which is intended to find out the effect of group work strategy toward students' interaction in speaking class and the writer took the teaching and learning process or the meeting as the samples consisting of six meetings. Hence, The subject of this research is the second year students of SMK Ekatama, and the object of this research is group work strategy toward students' interaction in speaking class. In collecting the data of this research, the writer used observation which is divided into two section, pre observation and post observation, it is concerning with the students' interaction in speaking class.

Finally, to analyze the data, the writer used SPSS 15.0 for Windows—statistical software and used the Correlation Bivariate. The writer found that Sig. (2-tailed) $> \alpha$ or $(0,286 > 0,05)$. In r- test analyzing by using SPSS the writer found $0,754 > 0,471 < 0,874$. We have to accept H_0 , it means there is no significant different of the Students' Interaction in speaking class before and after using Group Work strategy at the second year students of SMK Eka Tama Pekanbaru.

ABSTRAK

Syafarina (2010): Efek Strategi Group Work/Kerja Kelompok terhadap Interaksi Siswa pada Kelas Speaking di kelas dua SMK Eka Tama Pekanbaru

Penelitian ini dilaksanakan di SMK Eka Tama Pekanbaru dan bertujuan untuk mencari tahu efek strategi Group Work /kerja kelompok dalam meningkatkan interaksi siswa pada kelas speaking dan untuk mengetahui perbedaan interaksi siswa sebelum dan sesudah menggunakan strategi Group Work /kerja kelompok.

Dalam penelitian ini penulis menggunakan penelitian eksperimen untuk mengetahui efek strategi Group Work/kerja kelompok dalam meningkatkan interaksi siswa di kelas *speaking* dan penulis menjadikan proses belajar mengajar atau pertemuan sebagai sampelnya dan terdiri dari 6 pertemuan. Kemudian Subjek dari penelitian ini adalah siswa kelas dua SMK Ekatama, dan objek dari penelitian ini adalah strategi Group Work /kerja kelompok terhadap interaksi siswa pada kelas speaking. Dalam mengumpulkan data yang diperlukan penulis menggunakan Observasi yang dibagi menjadi dua tahap, Observasi awal dan Observasi Akhir, hal ini berkaitan dengan interaksi siswa dalam kelas “speaking”

Terakhir, untuk menganalisa data, penulis menggunakan SPSS 15.0 dan menggunakan Correlation Bivariate. Penulis menemukan Sig. (2-tailed) $> \alpha$ or (0,286 $>$ 0,05). Pada perhitungan *t*-tes ditemukan bahwa $0,754 > 0,471 < 0,874$ jadi H_0 Diterima. Artinya tidak ada perbedaan yang signifikan dari interaksi siswa sebelum dan sesudah menggunakan strategi Group Work /kerja kelompok di kelas speaking pada SMK Eka Tama Pekanbaru.

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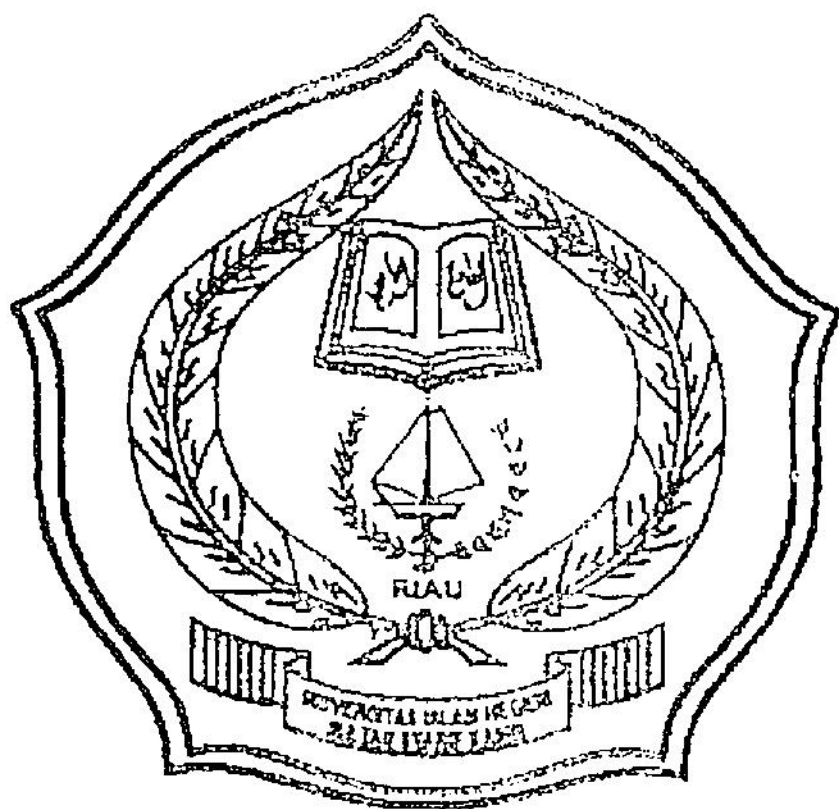
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Speaking is one of the important skills. Speaking is a subject that uses oral communication, where the speaker can convey his/her goal to the listeners directly. It is suggested that mastering speaking is crucial in order to be successful in learning the language. It is explained by Nunan (1991:39) that to most people, mastering the art of speaking is the single most important learning in a second language and success is measured in term of the ability to carry out a conversation in language.

At the same way it is also expressed by Richards, Platt and Webber 1985:49 in Nunan, (1991:226) that in communication, the speaker should know the characteristic of communicative competence and one of it is knowledge of speaking rule. It means that speaking is very important. To improve speaking, it is important to create an interaction among the students, interaction relating to one another. Besides it is also crucial thing in second language especially for communication. One of methods that is usually use to create students more interactive is CLT (Communicative Language Teaching). And one of the strategies that is related to CLT is Group Work. It is one thing that can make the students can practice the speaking and their interaction.

Group work is designed for collaborative activity in teaching learning process. Group work seems extremely attractive idea for number of reasons. When all the students in a group are working together to produce an advertisement, for example they will communicate with each others, and more importantly co-operate among them selves (Harmer,1991:245). It means that

by using group work, students can make an interaction and also can practice their speaking.

Brown (1994:173) also stated that "group work" is generic term covering a multiplicity of technique in which two or more students are assigned a task that involve collaborative and self-initiated language. In the other word by using group work students can practice their speaking ability freely.

In SMK Eka Tama, English has been known by the students, it can be seen in curriculum that is used and time allocated. The curriculum which is used by this school is KTSP (Educational Unit Level Curriculum). English KTSP is a curriculum that school or an institution has authority to implement system of learning, and teaching activity for particular lesson or subject and in SMK Eka Tama it is used for the first until the third grade, and it has already been applied since 2007. English teaching and learning process in this school allocated 3 meetings a week and takes 45 minutes for 1 meeting.

In SMK Eka Tama speaking ability for each student is a major program. The students have a speaking class in every week. In speaking class, the students are allocated 14 meetings x 45 minutes. It means that it needs 4 week to learn speaking. And in their speaking class, they practice their speaking ability and their interaction by using English.

In this case, the writer has done a preliminary observation about the students' interaction in speaking class, the result that the writer found, that the students' interaction in group work was still not effective at SMK Eka Tama Pekanbaru. This situation was presented at SMK Eka Tama, where the teachers

showed a wide variety of context in which language was used to promote students' interaction in speaking class, but the students still reject and did not make any advantage of the opportunities given in class.

Based on the fore-mentioned, the writer has done a preliminary observation showing that some of the students still get difficulties in interaction in speaking class at the second year students of SMK Eka Tama Pekanbaru.

The phenomena that can be observed as follows:

1. Some students are not so active to do the interaction in group work when they are given chance by the teacher.
2. When the teacher provides a group work, only certain students dominate the activities in group work
3. When the teacher provides a speaking class, only certain students dominate the activities

Based on the phenomena above, the writer is interested in carrying out a research entitled **"THE EFFECT OF GROUP WORK STRATEGY TOWARD STUDENTS' INTERACTION IN SPEAKING CLASS AT THE SECOND YEAR STUDENTS OF SMK EKA TAMA PEKANBARU"**

B. The Reason for choosing the topic:

1. This research is interesting to discuss because it can help the teachers develop the strategy to increase the students' interaction in speaking class.

2. This research is very important to discuss because it is to fulfill one of the requirements of academic demands.
3. As far as the writer knows, this topic has never been researched yet.

C. The Definition of Term

The topic of this research is the effect of group work strategy toward students' interaction in speaking class at the second year students of SMK Eka Tama Pekanbaru. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research:

1. *Effect* is result or change cause. A term that can make a different in order to get another result that refer to what the writer want. (Oxford Learner Dictionary)
2. *Interaction* is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning (Spratt, et all, 2005: 34).
3. *Speaking* comes from word "speak" which means to produce words or to use word in dictionary voice (not singing) or utter words by using conversation, Hornby, (1995:1227)
4. *Group work* is a number of people or things work together (Oxford: 872). It also means a learning activity which involves a small group of learners working together.(Longman. 1992:163)

D. The Problems

1. The Identification of the problems

From the above background, it can be identified some problems dealing with the students' interaction in speaking class by using group work at the second year student of SMK Eka Tama Pekanbaru. The identification of the problems can be seen as follows:

- 1). How do the students carry out speaking during teaching and learning process?
- 2). How is the effect of the students' interaction in learning English through group work strategies?
- 3). What factors make the students' interaction ineffective during the lesson?

2. The Limitation of the problem

In this research, it is necessary to limit the problems. The problem is focused on the on *The Effect of Group Work Strategy toward Students' Interaction in Speaking Class at the Second Year Students of SMK Eka Tama Pekanbaru*

3. The Formulation of the Problems

The research question formulated in this research is:

Is there any significant difference between Students' Interaction in speaking class before and after using Group Work Strategy at the Second Year Student of SMK Eka Tama Pekanbaru

E. The Objective and the need of the research

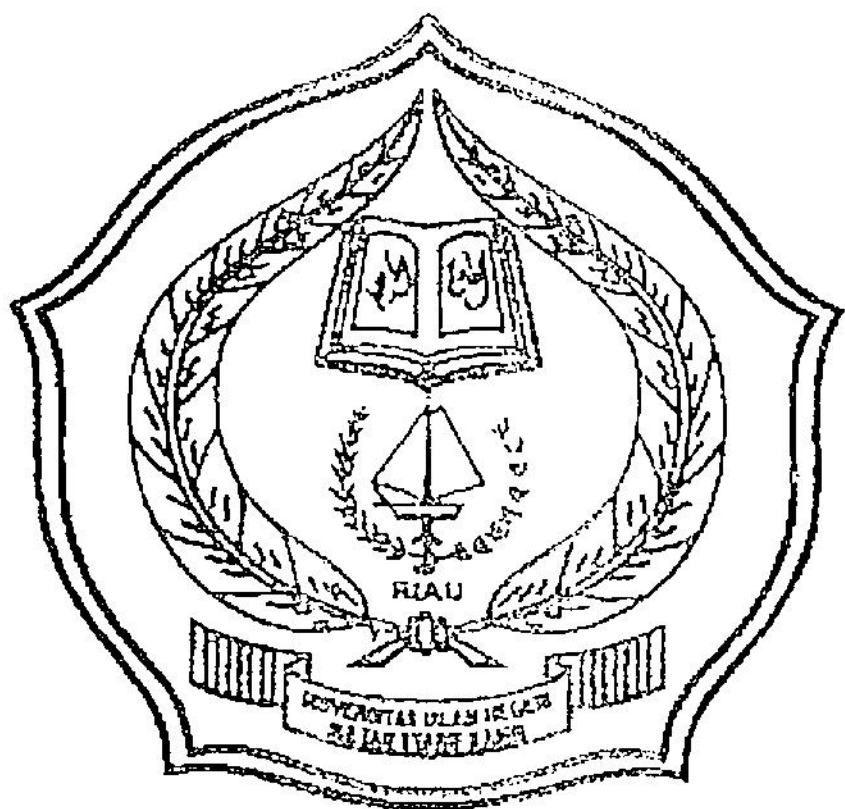
1. The objectives of the study

The objective of the study is to know the difference between the Students' Interaction in speaking class before and after using Group Work Strategy at the second year student of SMK Eka Tama Pekanbaru.

2. The needs of the study

The needs of the study are:

1. To give contribution to English educators, especially in grouping appropriate students and varying teaching techniques to increase students' interactions in speaking class.
2. To enrich the writer's knowledge about teaching speaking concerning group work activities in teaching speaking.
3. To complete one of the requirements intended to finish the writer' study program at English Education Department of Education and Teacher Training Faculty, UIN SUSKA Riau.
4. To be a reference for researchers who are interested in students' interaction in speaking through group work strategies.



CHAPTER II

THEORETICAL FRAMEWORK

We need a person who can transfer his or her knowledge, change the student's attitude, behavior and moral; and a person who can teach well. The duties of the teachers as a profession are to teach, to educate, and to train.

A. Interaction

According to Northen (1969: 17), "Social interaction is a term for the dynamic interplay of forces in which contact between persons results in a modification of the behavior and attitudes of the participants". Verbal and nonverbal communications are the components of social interaction. Communication is the process by which people convey meanings to each other by using symbols. Communication entails (1) the encoding of a person's perceptions, thoughts, and feelings into language and other symbols, (2) the transmission of these symbols or language, and (3) the decoding of the transmission by another person. As members of a group communicate to one another, a reciprocal pattern of interaction emerges. The interaction patterns that develop can be beneficial or harmful to the group. A group worker who is knowledgeable about helpful communications and interactions can intervene in the patterns that are established to help the group achieve desired goals and to ensure the socio-emotional satisfaction of members. Communication can be verbal, nonverbal, or written. Whereas members of face-to-face groups

experience verbal and nonverbal communications, members of telephone groups experience only verbal communications, and members of computer groups experience only written messages. Communication can also be synchronous, that is, back and forth in real time, or asynchronous, that is, not within the same time frame. Asynchronous communications occur in computer groups where members may respond to messages after they are posted on bulletin boards or in chat rooms.

According to Brown (1994:159) Interaction is the collaborative exchange of thoughts, feeling, or ideas between two people or more resulting in a reciprocal effect of each other, in the other word “interaction” is an activity that is used by people in delivering information. In addition, interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning (Spratt, et all, 2005: 34 in Brown). Interaction in this research is the students’ communication between teacher-students and student-student through group work activities during the class period.

Interaction has the potential to provide a highly motivating learning experience with engaging and adaptable material. However, to fulfill this potential requires the exploitation of those features, which it offers for the delivery and support of learning. The main features are:

1. Presentation and combination of multiple media (for example, graphics/still images, sound, animation, video, colorful text)

2. Adaptability (for example, able to change to suit the learners' needs, style and pace)
3. Dynamic display (for example, windows, scrolling and hypertext links)
4. Memory (for example, record learners' reactions, test results and pattern of learning)
5. Patience (for example, computers make no judgment if learners need many attempts to understand the content)
6. Tirelessness (for example, never need to take a break or go on holiday).

Interaction depends on the stimuli that can present to the learners. Different learners will respond to stimuli in a range of ways, so, it is important to be aware of the characteristics of the group you are designing for. The factors, which may influence the learners' response include:

1. Age
2. Educational experience
3. Learning skills
4. Gender
5. Physical characteristics
6. Reading age
7. Knowledge of the subject
8. First language.

These factors will be considered in more detail in later chapters but the design of interaction should always commence with a consideration of the learners' needs and characteristics. For example:

1. Learners who have never used English find interacting with a display by pointing and clicking with a mouse so distracting that they ignore the learning material in favor of the challenge the mouse
2. Men are more likely to be color blind than women so material which relies solely on an object changing color to provide feedback may not be perceived by a proportion of male users.
3. Older learners may not have the manual dexterity to operate input devices with the degree of accuracy required.

Richards (1994:138) mentions that "a great deal of time in teaching is devoted both to interaction between the teacher and the learners, and to interaction among the learners themselves". Teachers spend hours during each school year trying to provide the students with the necessary input for them to be able to communicate using the foreign language. However, there is a large number of EFL classrooms, which seems to be the remarkable participation of teachers and the considerable absentness of students interventions during the class (Norman and Sprinthall, 1990).

Interaction can be described depending on the dominant type of interaction that is taking place in the English classroom (Celce-Murcia, 1989 in Brown). Thus, we need to consider teacher-centered and student-centered classrooms. In the teacher-centered classroom, Teacher Talking Time (TTT) is high and Students Talking Time (STT) is low. In the student-centered classroom, on the other hand, Teacher Talking Time (TTT) is low and Students Talking Time (STT) is high.

B. Degree of Interaction

Foundation of Interaction is limited to starting the process and Basic Users can start and stop interaction and make some limited choices. Intermediate Users have significant choice of route through material as well as being able to start, go back, return and stop the presentation. The system also provides extensive feedback to the learners Advanced Continuous interaction and feedback as learners explore the environment. They have considerable freedom of choice.

Questions

- Questions are useful in generating interaction but also serve to determine whether the learners need extra help to understand the material.
- Branching of interaction material can be controlled by students, the teachers or a mixture of the two.

Navigation

- Interaction needs navigation devices like those provided in a book to assist learners in finding their way around the material and avoid the danger of feeling lost.
- Interaction needs navigation aids such as page numbering (for example, 12 from 45), forward and back buttons, main menu or home pages, structural maps and search engines.

Human-human interaction

Interaction is not limited to an individual learner working with material but also includes:

- Teacher and group interactions
- Pairs of learners interacting and each other.

Retention

- Support is vital to the successful completion of interaction

C. Group Work

The group work is designed for collaborative activity in teaching learning process. Group work seems to be extremely attractive idea for a number of reasons. When all the students in a group are working together to produce an advertisement, for example they will communicate with each others, and more importantly co-operate among themselves (Harmer, 1991:245). Wegerif, Mercer, and Dawes (1999: 495) describe the conditions that are required for collaborative interaction as follows:

- All information is shared;
- The group seeks to reach agreement;
- The group takes responsibility for decisions;
- Reasons are expected;
- Challenges are expected;
- Alternatives are discussed before a decision is taken; and
- All in the group are encouraged to speak by other group members.

There is a research indicating the use of groups work improves learning outcomes. It can improve motivation and contribute to a feeling of cooperation and warmth in the class (Penny, 1996:232). Based on the concept, the group work is a way to make the students doing activities in collaborative form or make students work together.

As Roestiyah N.K (2001:17) states that there are some advantages of groups work as follows:

1. Group work can give the students chance to apply their skill in asking question and discuss the problem.
2. Group work can develop students' leadership talent and discussion skill.
3. The students are more active in their study and participation in class discussion.
4. Group work can develop trust and cooperation among group members.

This research focuses more on group work activities. It will be noted some theories dealing with a group work. Brown (1994:173) states that "A group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It is important to note that what we commonly call pair work is simply group work in groups of two. It is also important to note that group work usually implies "small" group work, that is, students in groups of

perhaps six or fewer. Large groupings defeat one of the major purposes for doing group work giving students greater opportunities to speak.

In teaching and learning process, it is considered the importance of interaction in the language classroom. Furthermore Brown (1994: 173-174) conveys that an integration of these principles and issues yields a number of advantages of group work for English language classroom.

1. Group work generates interactive language.

In so-called traditional language classes, teacher talk is dominant. Teachers lecture, explain grammar points, conducts drills, and at the best lead whole-class discussions in which each student might get a few seconds to a class period to talk. Group work helps to solve the problem of classes that are too large to offer many opportunities to speak. Long and Porter (1985) by one estimate, if just half of your class time were spent in group work, you could increase individual practice time five-fold over whole-class traditional methodology. Small groups provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption or roles that would otherwise be impossible.

2. Group work offers an embracing affective climate.

The second important advantage offered by group work is the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. Quite suddenly, students become vocal

participants in the process; a further affective benefit of small group work is an increase in student motivation. Learners are thus freed to pursue higher objectives in their quest for success.

3. Group work promotes learner responsibility and autonomy.

Group work places responsibility for action and progress upon each of the members of the group somewhat is equal. Even in a relatively small class of 15 to 20 students, whole class activity often gives students a screen to hide behind, but it is difficult to hide in a small group.

4. Group work is a step toward individualizing instruction.

Each student in a classroom has needs and abilities that is unique. Small groups can help students with various abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences such as age, cultural heritage, field of study, cognitive style, to name a few by careful selection of small groups and by administering different tasks to different groups.

There are five basic organizational choices, which need to be made in order to manage group work effectively in the classroom. These include:

1). Class size

Class size is considered by some to militate against good group work, while others feel that it makes group work even more necessary. Kilfoil and Van der Walt (1997), for example, view that the physical characteristics of large classes make group work sustainable.

2). The size of the group

Group size has a direct effect on the amount of interaction each group member can have (Long 1976: 288). The smaller the group, the more interaction (and productivity) is possible, while the larger of the group, the more chance there is that certain individuals will become marginalized and excluded.

3). Mixed-ability or streamed groups

Mixed-ability groups have learners of different proficiencies mixed together in the same group, while streamed groups consist of a group of learner from the same proficiency band. Johnson (1991: 65)

4). The types of tasks suitable for group work

Savova and Donato (1991: 13) feel that there is a category of special activities appropriate for group work. They are not a necessary prerequisite for good group work

5). The role of the teacher during group work

Long (1976: 291) recommends that there is flexibility within the course of each lesson. A lesson may begin, for example, with a lockstep stage involving direct instruction, before moving on to a group work phase which result.

Naturally, human being wants to make good relationship with other people such as in their environment or in their society. In short, we need some efforts to make the relationship in our life; one of them is how to make good communications with the others. So, it can be pointed out that communication

is an important thing in our life. In addition, Bygate (1987:60) says that one of the purposes of language use is establishing and mentioning social relations. It is clear that if we master communication skill so, there are some advantages that we have, such as being capable of making other people interested in. They can be successful with something needed. They can show good performance, and anything else. So, from the statement we can conclude that the communication of someone's skill is related to competence and performance in communication language.

Generally, we should know about the language skill, especially in English if we want to know this skill deeply. It is clear that speaking is a prominent skill among other English skills, like listening, reading and writing. In speaking skill we need to know the communicative competence because it is a basis to study speaking skill in English course. Richards, Plat and Webber (1985) as quoted by Nunan (1999:226) that communicative competence includes:

- a. Knowledge of grammar and vocabulary of the language.
- b. Knowledge of the roles of speaking such as how to begin and end conversation, knowledge what topic can be talked about in different type of speech events; knowledge with address should be used with different person and different situation.
- c. Knowledge of how to use and respond to different type of speaking acts such as request, apologies, thanks and indentations.
- d. Knowledge of how to use language appropriately.

According to Harmer (1988: 269), "Part of speaker's productive ability involves the knowledge language skills, they are:

- 1). Language processing. Language processing involves the retrieval of words and phrase from memory and their assembly into syntactically and promotionally appropriate sequence. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English.
- 2). Interacting with the others. It means that the effective speaking also involves a good listening, an understanding of others, participants' feeling, and knowledge of how to linguistically take turn or allow others to do so.
- 3). Information processing. A part from our respond to others' feeling we also need to be able to process the information, they tell as the moment we get. The longer it takes for the penny to drop the less effective we are as instant communication.

Regarding the theory above the writer explains about some regulations and how to speak structurally. From some items above, we can conclude that if someone will master the speaking skill, she or he does not only master about the characteristics of communicative competence but also master about the performance of how to speak with the other persons in the formal or non-formal situation because both of these cases cannot be separated each other. Nunan (1993: 312) states that performance is the actual use of language. Transformational-generative-grammarians distinguish between competent (an

individual's abstract knowledge of language) and performance (the actual use of language). From statement above, it is clear that when the speaker speaks to interlocutor, she or he has to know how to master and compound both of these cases.

D. Practical Steps of Successful Group Work

In order to create a successful group work activity there are some steps that we have to remember, there are:

1. Selecting Appropriate Group Technique

There are two kinds of groups, first the group that consist of two person or known as **Pair Work** and the group that consist more than two person that is usually known as **Group Work**. Pair work is more appropriate than group work for task that are: Short, Linguistically Simple, and quite controlled in terms of the structure of the task. Here are some pair work activities:

- Practicing dialogues with partner
- Simple question and answer exercise
- Performing certain meaningful substitution "drill"
- Quick (one minutes or less) brainstorming activity
- Checking written work each other
- Preparing for merging with larger group
- Any brief activity for which the logistics of assignment groups, moving furniture, and getting students into the groups is distractive

Pair work enable you to get students engaged in interactive (or quasi interactive) communication for a short period of time with a minimum logical problem.

In group work the member is more than two persons. The first step in promoting successful the group work, then, is to select an appropriate task.

Typical group work tasks include:

- Game

Game could be any activity that formalizes a technique into units that can be scored in some way. Guessing games are common language classroom activities.

- Role play and simulation

Role play minimally involve; -giving a role to one or more members of a group and – assigning an objective or purpose that participants must accomplish. Simulation usually involves a more complex structure and often larger groups (6 to 20) where the entire group is working through an imaginary situation as a social unit.

- Drama

Drama is more formalized from the role-play or simulation, with preplanned story line and script.

- Projects

For learner of all ages, but perhaps especially for younger learner or who can greatly benefit from hands-on approaches to language, certain projects can be rewarding indeed.

- Interview

A popular activity for pair work, but also appropriate for group work, interview are useful at all levels of proficiency.

- Brainstorming

Brainstorming is a technique whose purpose is to initiate some sort of thinking process. It gets students "creative juice" flowing without necessarily focusing on the specific problems or decisions or value. Brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue or to write on a topic.

- Information gap

These last four types of technique are quite commonly used in adult classes around the world, up and down the proficiency continuum. The term information gap covers a tremendous variety of technique in which the objective is to convey or to request information.

- Jigsaw

Jigsaw techniques are a special form of information gap in which each members of group is given some specific information and the goal is to pool all information to achieve some objective.

- Problem solving and decision making

Problem solving group technique is focused on the group's solution of a specified problem. Decision making technique is simply one kind of problem solving where the ultimate goal is for students to make decision.

- Opinion exchange

An opinion is usually belief or feeling that might not be found on empirical data or that others could plausibly take issues with.

2. Planning Group Work

Once you have selected an appropriate type of activity, your planning phase should include the following “eight rules” for introducing a group technique:

- 1). Introduce the technique

The introduction may simply be a brief explanation. For example
“now in group please make a job that you know...”

- 2). Justify the use of small groups for the technique

You may not need to do this all the time with all classes, but if you think your students have any doubt about the significances of the upcoming task, tell them that they will get opportunities to practice.

- 3). Model the technique

In simply technique especially those that your students have done before, modeling is not necessary.

- 4). Give the explicit detailed instructions

Give them a specific instruction on what they are to do:

- A restatement of the purpose
- Rules that they follow
- Establish a time frame
- Assign role to students (if any).

5). Divide the class into groups

This looks easy such as you divide the students into 2,3,4,or 5.... But we have to pre-assign the group first in order to account for one or two of the followings:

- Native language (ESL Classes)
- Proficiency level
- Age and gender different
- Culture or subculture group
- Personality types
- Cognitive style preferences
- Cognitive/ developmental stages (for children)
- Interest
- Prior learning experience
- Target language goal

6). Check for clarification

Before students start moving into their groups, check to make sure they all understand their assignment

7). Set the task in motion

This part is should now simply be a matter of saying something like,
 “Okay, get into your group and get started right away on your task”

3. Monitoring the task

In this part we as a teacher become a facilitator and resource. Letting the students know that you will be available for help and that you

may make suggestions here and there to keep them on task but they remain to carry out the task on their own.

4. Debriefing

Almost all group work can be brought to a beneficial close by some sort of whole class debriefing, once your group task is complete. This debriefing or processing as some would refer to it has two layers:

1). Reporting on task objectives

If group were assign a reporter to present something to the class or if the task implicitly lends itself to some discussion of the finding of the group, make sure you have enough time to take this place.

2) Establishing affective support

A debriefing phase also serves the purpose of exploring the group process itself and bringing the class back together as a whole community of learners.

E. Speaking Skill

Bygate (1987) states that speaking ability is a combination of structural aspects that concentrates on the grammatical system; describing ways in linguistic items can be combined. It is not superseded the functional view but it is sufficient on its own to account for how language is used as means of communication. Here, he gives the note that the different grammar may describe something in different terms but its grammatical form is not

ambiguous. The factional aspect focuses on the ability to use the language in a certain situation.

Furthermore, Harris focuses speaking ability on five components, they are as follows:

1. Pronunciation

The word “pronunciation” means the way in which the language is spoken. The word accuracy means: enchantress, correctness (Hornby (1987: 670). In other word, one’s pronunciation accuracy means: the way of someone speaks or utters English sound exactly as native speakers do or speak.

From the definition above the writer can conclude that every correct or exact pronunciation must be referred to the native speaker. However, most of Indonesian people face difficulties pronouncing them. It might be caused by the way to pronouncing vowels, consonants, diphthongs, and cluster sound that is far different from pronouncing Indonesian sound.

2. Vocabulary

Language students need to learn the lexical of language. They need to learn what word means and how they use. In other words, when we want say to something, we need to know the word that expresses our meaning and how to put this word together in grammar. Meaning that, the students need to have plenty of the vocabulary, since the repeating words happened because the learner doesn’t know the substitution words. These days then, the consensus of opinions seems that the development of a rich vocabulary

is an important element in the acquisition of the second language (Nunan, 1991: 118). As we know that vocabulary is an important element in learning language as a foreign language. From the theory above we can offer that vocabulary mastery is not only influential in speaking but also in reading and writing.

3. Grammar

Grammar or structure is important thing in speaking. If we do not know the appropriate aspect in sentence, the listener will be doubt for what we have said. Eckeresly (1961: 11) says that grammar though has three major objectives. First is used to comprehend and provide the grammar. Second, it is used to get the students to comprehend and provide the answer of any grammatical problems in English. Third, it is also used to make the students practice grammar in their daily live. These objectives indicate that grammar must be used in teaching English.

4. Fluency

Speaking is an active production; it means that there is a process of exchanging ideas between the speaker and the listener. Therefore, it is important to have top of fluency as having the capability of other components of speaking. Longman (1979:89) states that fluency is the quality or conducting of being fluent. Fluency includes the easy and the speed flow of the speech, comprehension for oral communication, which requires a subject to respond, to speak, as well as initiate it.

Therefore, if the students want to get the success in oral communication, they have to involve and develop the following statements:

1. The ability to articulate phonological features of the language comprehensibly
2. Mastery of stress, rhythm, intonation pattern
3. An acceptable degree of fluency
4. Transactional and interpersonal skills
5. Skills in taking short and long speaking turns
6. Skill in managements of interaction
7. Skill in negotiating
8. Conversational listening skill (successful conversations require good listening, as well as good speakers)
9. Skill to know about the negotiating purpose for conversation.
10. Using appropriate conversational formula and filters (Nunan, 1991: 32).

F. The Relevant of the Research

Solehah, Siti (2009) conducted a research entitled "*The Contribution of Group Activity toward the Students Motivation in Learning English at the Second year Students of SMPN 17 Pekanbaru*". This research is equivalent with this topic since it is about The Contribution of Group Activity toward the Students Motivation in Learning English. She insisted that the more efficient implementation of group work activity learning English the higher students' motivation in learning English will be. She found that the group work as the independent variable is classified "Good" accompanied by

its percentage 79,28% and their motivation in learning English is categorized "Middle" accompanied by its percentage 74,70%.

Muhamad Masduki (2008), the title is *The contribution of initiating interaction technique toward students' motivation in teaching and learning process at SMP Muhammadiyah 1 Pekanbaru*. He calculated that the contribution of initiating interaction technique toward students' motivation in teaching and learning process at SMP Muhammadiyah 1 Pekanbaru is 55,4%. It means that the Hypothesis Alternative (Ha) is accepted.

G. Operational Concept

The theoretical concept stated above is still in general, to avoid misunderstanding and misinterpreting, the writer tries to describe the operational concept of this research. There are two variables in this research. Variable X is the group work strategy and Variable Y is the students' interaction in speaking class. Therefore, the operational concept of this study can be seen in the following indicators, they are:

| Variable X | Variable Y |
|----------------------------|-------------------------------------------|
| The Group Work Strategy | Students Interaction in Speaking Class |

The indicators of using group work are:

1. The teacher uses Group Work
2. The teacher becomes a director by grouping the students in pair or group work
3. The teacher becomes the students facilitator and resources
4. The teacher monitors the group work activity.

The indicators of students' interaction are:

- a. Students give their opinion in their group discussion
- b. Students are active in the group discussion.
- c. Students make discussion with friends from the other group by speaking English
- d. Students ask the teacher if they get difficult word
- e. Students give report to the teacher about the group work discussion
- f. Student discusses with his/her friends in their group by speaking English
- g. Students ask the teacher when they get difficulties in solving the problem

H. The Assumption and hypothesis

1. The Assumption

Before formulating the hypothesis, the writer would like to present some assumption about this study as follows:

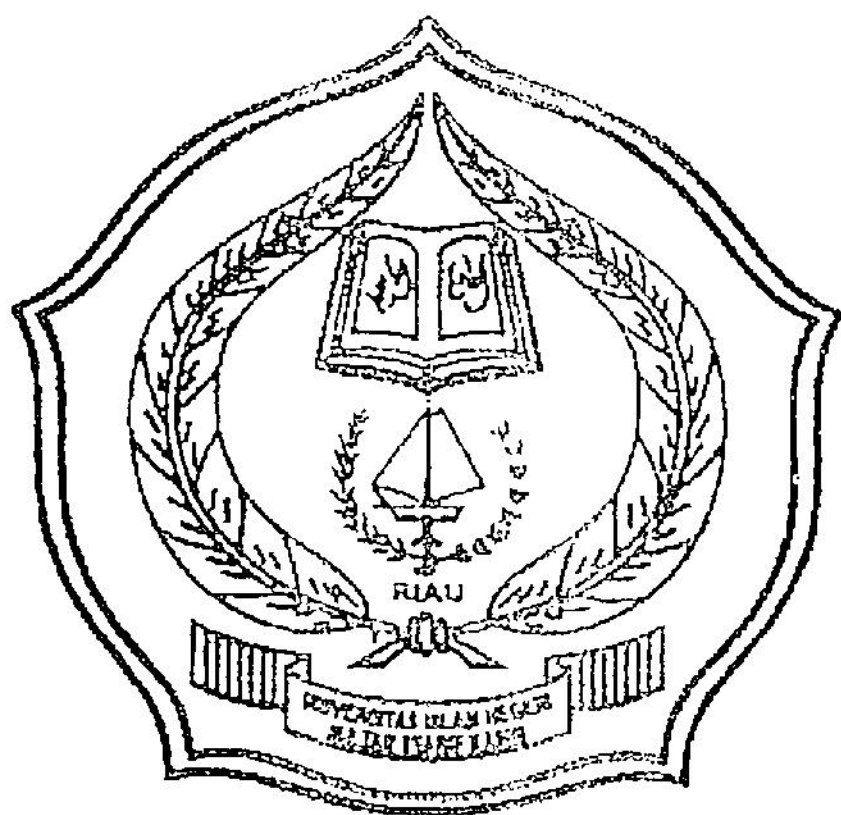
- The use of group work strategy can increase the students' interaction in speaking class.
- Group work that is used by the teacher can make the students more comfortable and interactive during the speaking class.

2. The Hypothesis

Based on the assumption above the hypothesis of this study is formulated as follows:

Ha : There is significant difference between Students' interaction in speaking class before and after using group work strategy At the Second Year Student of SMK Eka Tama Pekanbaru

Ho : There is no significant difference between Students' interaction in speaking class before and after using group work strategy At the Second Year Student of SMK Eka Tama Pekanbaru



CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this study is a *Experimental research*. This research tries to find out the difference between Students' interaction in speaking class before and after using group work strategy at the Second Year Student of SMK Eka Tama Pekanbaru, focusing on the frequency of students' interaction.

There are two variables in this research, an independent and dependent variable. Group Work strategy is independent variable, and students' interaction in speaking class is dependent variable. The writer uses the class as the sample class. This technique is also known as a Class Sample or it is also known as "Pre Experimental design" that focus on "One-Group Pretest-Posttest Design" Tuckman (1978:128-129).

B. The Location and the Time of the Research

The research was conducted at SMK Eka Tama Pekanbaru in 2009. This school is located at Surabaya Street, South Tangkerang Pekanbaru. This research was started from October until Desember 2009.

C. The Subject and the Object of the Research

The subject of this research is the second year students of SMK Eka Tama Pekanbaru. The object of this research is *The Effect of Group Work Strategy Toward Students' interaction in Speaking class at the Second Year Student of SMK Eka Tama Pekanbaru*

D. Population and Sample

The target population of this study includes all the second year students of SMK Eka Tama Pekanbaru. The number of population is 30 students. In this research design the writer have to use Pretest, which provides some information about the sample. Then the writer conducted 6 meetings that were divided into 3 parts, it was 1 (one) meeting used to conduct pre-observation, 4 (four) meetings to experiment class, and the last 1 (one) meeting, the writer conducted the post-observation.

TABLE III. 1
THE RESEARCH POPULATION AND SAMPLE

| CLASS | POPULATION | SAMPLE | | TOTAL |
|-------|------------|--------|--------|-------|
| | | MALE | FEMALE | |
| II | 30 | 13 | 17 | 30 |



CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter will present the data collected through classroom which was observation done for six meeting. The observation was divided into two parts: pre observation and post observation.

A. Data Presentation

In the previous chapter, it has been explained that the aim of the research is to find out The Effect of Group Work Strategy Toward Students' interaction in Speaking class at the Second Year Student of SMK Eka Tama Pekanbaru. To collect the data needed in this study, the writer uses pre-Observation and post-observation. Furthermore, the writer analyzed and finally interpreted based on the existing phenomena. For every item observed, the writer uses two alternative answers, namely "Yes and No". 'Yes' is scored 1 and 'No' on the other hand, is scored 0. the followings are the observation results for six meetings.

1. Pre observation

Pre observation is using to gather the data about how the students' interaction in speaking class before the treatment is implemented.

TABLE IV. 1
Pre-Observation

| No | Observation indicator | Result of the Observation | |
|-------------------|--------------------------------------------------------------------------------|---------------------------|--------|
| | | YES | NO |
| 1 | Students give their opinion in their group discussion | √ | |
| 2 | Students are active in the group discussion | | √ |
| 3 | Students make discussion with friends from the other group by speaking English | | √ |
| 4 | Students ask the teacher if they get difficult word | √ | |
| 5 | Students give report to the teacher about the group work discussion | | √ |
| 6 | Student discuss with his/her friends in their group by speaking English | √ | |
| 7 | Students ask the teacher when they get difficulties in solving the problem | √ | |
| TOTAL | | 4 | 3 |
| Percentage | | 57.14% | 42.86% |

2. Treatment

In this section writer implemented the treatment or implement the Group work strategy. The treatment is as follow :

- Learning Objective : Daily Activity
- First Activity:

- Brainstorming about the students daily activity and ask the students about how they ask other people (Someone) about their daily activity.

Main Activity:

- 1) Teacher divide the students into several group and ask them to sit based on their group
- 2) The teacher give instruction and the instruction is the students must make an interview. And one of the group members will be the sources.
- 3) The students make a discussion and work in their group and also make an interview
- 4) If the students get any difficult word that they do not know, they can ask the teacher.
- 5) And the last, each group must make a presentation about what they get in their group. And the other group can ask question to the presenter.

- Closing Activity:

- Teacher gives a feed back to the students about what they have done and give appreciation to what the students do.

3. Post observation

Post observation is using to gather the data about how is the students' interaction in speaking class after the treatment is implemented.

TABLE IV. 2
Post-Observation

| No | Observation indicator | Result of the Observation | |
|-------------------|--------------------------------------------------------------------------------|---------------------------|---------------|
| | | YES | NO |
| 1 | Students give their opinion in their group discussion | √ | |
| 2 | Students are active in the group discussion | √ | |
| 3 | Students make discussion with friends from the other group by speaking English | | √ |
| 4 | Students ask the teacher if they get difficult word | √ | |
| 5 | Students give report to the teacher about the group work discussion | √ | |
| 6 | Student discuss with his/her friends in their group by speaking English | √ | |
| 7 | Students ask the teacher when they get difficulties in solving the problem | √ | |
| TOTAL | | 6 | 1 |
| Percentage | | 85,71% | 14,29% |

TABLE IV.3
THE RECAPITULATION OF PRE OBSERVATION AND POST OBSERVATION

| No | Pre Observation Score* | Post Observation Score* |
|----|------------------------|-------------------------|
| 1 | 4 | 6 |

B. The Data Analysis

This section will provide data collected from above observations. In this section, in order to get the data and analyzed it the writer used SPSS 15.0 for windows—Statistical Software to know The Effect of Group Work Strategy toward Students' interaction in Speaking class at the Second Year Student of SMK Eka Tama Pekanbaru

1. The Analysis of Significant Difference

In this section the writer focused the on:

“Is there any significant difference between the Students' Interaction in speaking class before and after using Group Work Strategy “

To analyze and identify about: the significance different between the Students' Interaction in speaking class before and after using Group Work strategy, the writer considered to use Correlation Bivariate with SPSS 15.0 for windows—Statistical Software—because both variable groups (X Variable) are nominal and the score (Y variable) are interval.

After the writer analyzed the data by using SPSS—Statistical Software—it can be seen in this following table:

TABLE IV.4
DESCRIPTIVE STATISTIC

| | Mean | Std. Deviation | N |
|------------------|------|----------------|---|
| Pre observation | ,57 | ,535 | 7 |
| Post observation | ,86 | ,378 | 7 |

In gathering the data, the writer uses pre observation and post observation it is already stated before in the previous section. From pre observation the writer found the highest is 4, after analyzing it by using SPSS the mean is 0,57 and the standard deviation is 0,535.

In the post observation the highest is 6, in the SPSS the mean is 0,86 and standard deviation is 0,378

There are two hypotheses in this research; they are the Alternative Hypothesis (H_a) and the Null Hypothesis (H_o). The H_a is "There is significant difference between Students' Interaction in speaking class before and after using Group Work strategy".

Whereas the H_o is "There is no significant difference of the Students' Interaction in speaking class before and after using Group Work strategy".

After finding the mean and the standard deviation, the result of the Correlation Bivariate by using SPSS 15.0 for windows—statistical software that is used to analyze the data can be seen in this following table:

TABLE IV.5
CORRELATIONS

| | | Pre observation | Post observation |
|------------------|---------------------|--------------------|---------------------|
| Pre observation | Pearson Correlation | 1 | ,471 |
| | Sig. (2-tailed) | | ,286 |
| | N | 7 | 7 |
| Post observation | Pearson Correlation | ,471 | 1 |
| | Sig. (2-tailed) | ,286 | |
| | N | 7 | 7 |

To get the conclusion of the analysis above here are the criteria:

TABLE IV.6
THE COMPUTER OUTPUT CRITERIA*

| Criteria | Decision |
|----------------------------|------------------------------------|
| Sig. (2-tailed) < α | Reject the null hypothesis |
| Sig. (2-tailed) > α | Fail to reject the null hypothesis |

*Hartono (2005:128)

The interpretation:

- $\alpha = 0.05$
- *Ha is accepted if Sig. (2-tailed) < α .* It means that there is a significant difference between the Students' Interaction in speaking class before and after using Group Work strategy.
- *Ho is Accepted if Sig. (2-tailed) > α .* it means that There is no significant difference between the Students' Interaction in speaking class before and after using Group Work strategy.

2. SPSS Analyzing

- From the table above we can see that:
 - Sig. (2-tailed) = 0,286.
 - $\alpha = 0.05$
 - Sig. (2-tailed) > α or (0,286 > 0,05)

The conclusion that we can get is **Accept the Hypothesis Null (Ho)**, and **Ha is Rejected** "*There is no significant difference between the Students' Interaction in speaking class before and after using Group Work Strategy*"

3. R Table Analyzing by Using SPSS

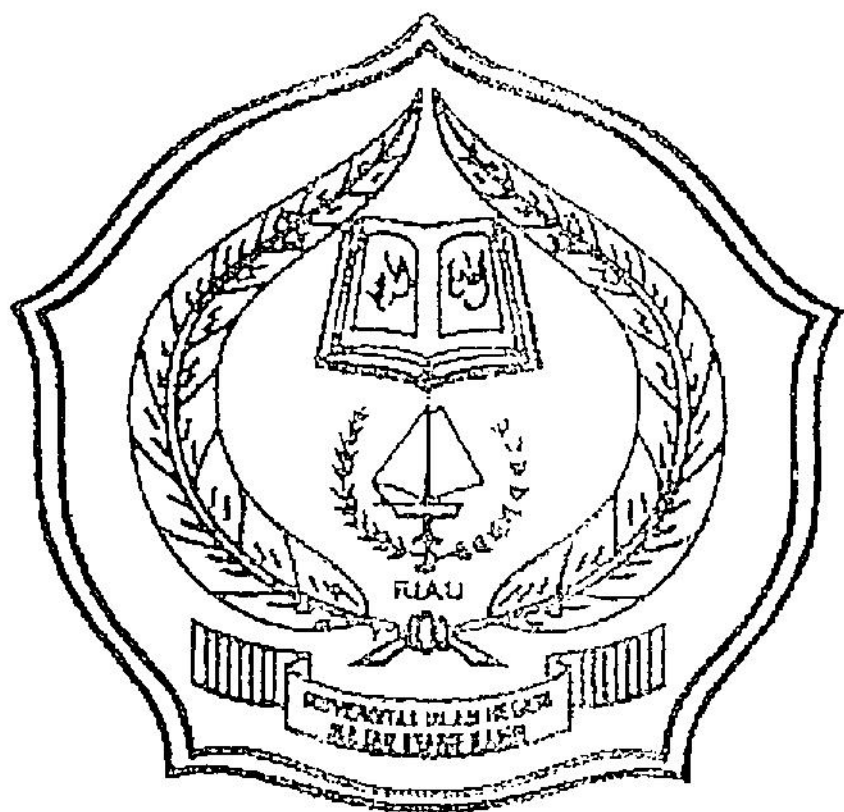
In the text above we also found that:

- **ro score = 0,471**
- **df = 5. Significant 5% = 0,754 and 1% = 0,874**

By comparing the r_o and r_t we also can get the answer in significance 5% and 1%. it means that:

- $r_o < r_t$ Or $0,754 > 0,471 < 0,874$

The conclusion based on the decision criteria, the Hypothesis Alternative (H_a) is **REJECTED** and the Null Hypothesis (H_o) is **ACCEPTED** *"There is no Significant difference between Students' Interaction in speaking class before and after using Group Work strategy"*



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is an Experimental research entitled *The Effect of Group Work strategy toward Students' interaction in speaking class at the Second Year Student of SMK Eka Tama Pekanbaru*. The distinct patterns of interaction observed in the data appear to allow the writer to draw some tentative conclusions.

The study is to identify The Effect of Group Work strategy Toward Students' interaction in Speaking class at the Second Year Student of SMK Eka Tama Pekanbaru. From the findings obtained in this study, It can be seen based on the calculation in Chapter IV. The writer found that from the pre-observation and post observation then analyzed it by using SPSS—statistical software for windows that There is no significant difference between the Students' Interaction in speaking class before and after using Group Work strategy at the Second Year Student of SMK Eka Tama Pekanbaru.

And then the writer found that $\text{Sig. (2-tailed)} = 0,286$, in the other word $\text{Sig. (2-tailed)} > \alpha$ or $(0,286 > 0,05)$. In the other hand H_0 is ACCEPTED. From the T-test analyzing writer also found the same answer $r_o =$

0,471, r_t 5%= 0,754 and 1%= 0,874. It means $r_o < r_t$ Or $0,754 > 0,471 < 0,874$, the Alternative Hypothesis is rejected.

In which the hypothesis that reads, *there is no significant difference between Students' Interaction in speaking class before and after using Group Work Strategy at the Second Year Student of SMK Eka Tama Pekanbaru.*

It can be concluded that the group work strategy contributes no difference in students' spoken English during teaching and learning speaking class at the second year students of SMK Eka Tama Pekanbaru.

Moreover, based on the observations. there are several phenomena found:

- 1 The group work strategy is very useful in order to make the students comfortable in speaking class.
- 2 The group work strategy was characterized by students' responses in the discussion with teacher and there friends these two aspects are indicated by the greater frequency of real life-like interaction taking place.
- 3 Quantity and type of group work strategies can also vary in different types of tasks. These group work strategies are more likely to involve students to interact more with their friend during the lesson.
- 4 Ineffectiveness of group work strategies to increase students' interaction is due to monotonous type of group work strategy.

B. Suggestion

Dealing with the result of the students' interaction in speaking class through group work, the writer would like to offer some suggestion to be considered as follows:

a. Suggestion for the teacher

1. The teachers are expected to improve the method and technique in teaching and learning process. Especially in group work strategy in speaking class.
2. The teachers should motivate the students to be more active in group work.
3. The teachers should Give the students more practice and exercise to make group work strategy more interactive.
4. The teachers should not judge the students directly if they made a mistake, because it will make them down.

b. Suggestion for students :

1. The students should be active to give question and respond in group work strategy.
2. The students should not be afraid of making mistakes whether in speaking or in another English task, because mistake is a part in learning
3. The students should Reach vocabulary by reading, listening or watching that has relation with English.
4. The students should not be shy to ask question.

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